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| EXPLORING ROOT CAUSES: REFLECTING ON THE DATA |

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| **Directions**   * From your areas of concern, select a priority concern to explore for possible root causes. List the priority concern in the box below. * As a group, brainstorm reasons why this concern might exist. List these reasons as possible root causes. When determining root causes, consider the four common places of education: Learner/Student, Curriculum, Teacher/Instructional Practice, Classroom/ Environment. * For each possible root cause, list in the evidence column the current data that support the possible root cause. Be sure to look at more than one data source since a concern can have more than one cause. Also include data that you need to further substantiate your possible causes. |

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| Priority Concern  Over the past three years, males have not mastered the essential learning for reading. When compared to their female peers, evidence indicates that an average of 46% of boys in grades 3-5 received less than a “C” on their report cards, while only 22% of females received similar grades. | |
| Possible Root Causes | **Evidence** |
| Learner/Student: Boys are absent more than girls and frequent absences cause gaps in learning. | Data show that boys on average miss 2-3 days more school days per marking period than girls. Boys who are not achieving mastery in reading are absent more than eight days per marking period. |
| Curriculum: Reading curriculum does not include topics of interest to boys. | Data Needs**:** Review reading texts; correlate assessment of Opportunity to Learn/Time on Task: assess student engagement of boys vs. girls by observation survey. |
| Teacher/Instructional Practice: Teachers have lower expectations for boys’ ability in reading. | Observation data indicate that teachers call on boys 25% less often than on girls. |
| Classroom/Environment: There are too many distractions and interruptions during the day, and boys have more trouble staying or getting back on task. | The correlate assessment data show that 63 percent of staff rate daily interruptions in learning as “high” or “very high.” In addition, 76 percent of staff find class management “difficult” or “very difficult.” |

Adapted from Lezotte and McKee, Implementation Guide for *Assembly Required*: *A Continuous School Improvement System*.